

A SHORT NOTE ON ECONOMICS STUDIES

Kamran K, Maharshi Dayanand University

This study analysed the nonlinear impacts of education, significantly pedagogy, on economic process within the ASEAN-5 countries (i.e., Thailand, Indonesia, Malaysia, Singapore, and therefore the Philippines). The impacts of education on economic process are assessed through varied education indicators, consisting of public expenditure on tertiary education per student, entry rates of primary, secondary, and tertiary levels, educated work force, and therefore the novel indicator of state rates with advanced education. Economists have shown revived interest within the role of human capital in economic process in recent years. Previous studies typically take into account education to be an easy mensuration of human capital and decide to examine the impacts of education on economic process. Whereas the education–growth linkage is wide mentioned, several recent studies pay more attention to pedagogy levels and decide to investigate its economic process impact. This is often as a result of pedagogy is taken into account one among the key factors driving economic process and aggressiveness for each country Maneejuk and Yamaka (2021).

The GFC diode to a growing distrust in economic analysis and therefore the community. The criticism advanced against the present state of political economy was manifold. Trendy political economy was, first, suspect of being unable to grasp and justify a large vary of real-world phenomena thanks to its sturdy concentrate on method rigor and monist paradigmatic structure. Second, recent studies have conjointly developed a critique of “economic imperialism”, i.e. of political economy as mostly ignoring the theoretical and empirical findings from alternative social sciences. This paper aims to contribute to the current discussion by presenting associate interview-based assessment of collegian students of political economy from 5 universities in FRG and Austria. Our analysis is especially centered on the students’ general study experiences, their original motivation and whether or not, or to what extent, their study of political economy has formed their perception of economic phenomena. Hence, we have a tendency to aim to contribute to the discussion talk the controversy regarding enhancements in economic education within the ordinal century similarly because the debate on ism in political economy. In doing therefore, we have a tendency to significantly concentrate to the angle of collegian students (Stephan & Lukas, 2019)

The same survey of a self-administered form was handed bent introductory economic science students in spring 2014 and spring 2015 at the University of Macedonia in Balkan state, to work out students' perceptions of however together with the Greek money crisis (GFC) within the teaching of introductory economic science advantages students. The methodology of the survey is quantitative in nature supported descriptive statistics and t-tests were administrated for every variable of interest. The analysis queries beneath examination are: 1) Did the incorporation of the GFC within the teaching of introductory macroeconomies influence university students' perceptions regarding the course? 2) Did the analysis of the course by cohorts of scholar's modification because the crisis intensifies in a much applied mathly vital manner? The innovation of the study is determinant students' perceptions of the worth of incorporating the GFC within the teaching of economic science and therefore the statistical evaluation of responses of two cohorts of scholars because the crisis intensifies. Overall, students evaluated absolutely the incorporation of the GFC within their learning in the introductory economic science course (John & Eirini, 2020).

REFERENCES

- Maneejuk, P., & Yamaka, W. (2021). The Impact of Higher Education on Economic Growth in ASEAN-5 Countries. *Economics of Education and Sustainable Development*, Pp. 1-10.
- Stephan, P., & Lukas B. (2019). What economics education is missing: the real world. *International Journal of Social Economics*, 46(8).
- John, M., & Eirini T. (2020). Teaching the Greek financial crisis in an introductory macroeconomics course: university students' perceptions. *International Journal of Education Economics and Development*, 11(3), 225-243.